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ABSTRACT

This four-part guide outlines suggestions for the integration of minority studies into the curriculum of Kansas schools. Part 1, a discussion of how materials by and about minorities failed to be included in past curriculums, is presented with a plea for their inclusion in the future. Guidelines for incorporating minority studies into existing programs (by means of directed free discussions of pertinent topics), for library acquisition of materials on minorities, and for teachers' inservice study in this area are provided. In part 2, Joseph P. Doherty of the Kansas Commission on Civil Rights discusses institutional racism in American society. Part 3, a partially annotated bibliography, is designed for use in selecting a basic collection on minority studies. Subsections contain lists of recent books, curriculum guides, bibliographies, periodicals, and audiovisual aids. Part 4 contains criteria for and a bibliography on selection and evaluation of textbooks. (DD)

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(Preliminary Edition)

Prepared by the

Committee on Minority Group Studies of the Kansas State Department of Education

Lois Caffyn, Consultant, English Language Arts
Richard Leighty, Consultant, Social Studies
Charles Nicholson, Consultant, Modern Foreign Language

In cooperation with the

Kansas Commission on Civil Rights

Homer Floyd, Executive Director
Joseph Doherty, Assistant Director
Betty Olive, Education Consultant

Issued by the

Kansas State Department of Education

Murle M. Hayden, Acting Commissioner of Education
George L. Cleland, Acting Assistant Commissioner, Instructional Services
C. C. Rice, Director, Curriculum Section

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September, 1969

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FOREWORD

This publication has been prepared for the schools of Kansas by the State Department of Education in cooperation with the Kansas Commission on Civil Rights. It is designed to assist and encourage educators to give accurate and deserved recognition to the involvement and contributions of minority groups in the total American culture through the integration of minority group studies into existing curricula.

Murle M. Hayden, Acting Commissioner
Kansas State Department of Education

From Kansas State Statutes---

...The Commission /on Civil Rights/ shall endeavor to eliminate prejudice among the various ethnic groups in Kansas and to further good will among such groups. The commission in cooperation with the State Department of Education shall prepare a comprehensive educational program designed for the students of the public schools of this state and for all other residents thereof, calculated, to emphasize the origin of prejudice against such groups, its harmful effects, and its incompatibility with American principles of equality and fair play.

(K.S.A. 44-1004, paragraph 9, 1968 School Laws of Kansas)

Be it resolved by the House of Representatives of the State of Kansas, the Senate concurring therein, that the State Board of Education is hereby encouraged to cause to be developed and distributed adequate subject matter relating to the history, culture, and current circumstances of ethnic and minority groups in the state of Kansas and the United States for integration into existing courses and curricula of the primary and secondary schools of this state. Said subject matter shall include the history and cultural backgrounds of ethnic and minority groups and shall relate the circumstances and relationships of such groups to current Kansas communities.

(1969 Substitute for House Concurrent Resolution No. 1015)

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Committee on Minority Group Studies

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PART I: A TEACHING APPROACH

A STATEMENT OF PURPOSE

One of the valued premises of public education in Kansas is that curriculum in the schools must be left flexible, subject to the demands of society, the needs of each community and student, and the judgment of professional educators, who have some knowledge of human growth and learning. This freedom of decision has been determined in part by the state constitution, which gave to the state superintendent of public instruction certain responsibility for deciding what should be taught, and in part by the philosophy of the state superintendents through the years who specified only minimum curriculum offerings from the state level, leaving final decisions to the local schools. These requirements, handled individually, have been established only after broad discussion and recommendation by professional advisory groups and are stated in regulation rather than in law. The 1957 law that placed responsibility for the selection of textbooks in the hands of the local schools has been a part of the guarantee of flexible educational control.

From time to time there are pressures from vested-interest groups for the inclusion of specific courses in school curriculum. Groups of educators usually try to accomplish their goals by means of education and influence. Nonprofessional groups, however, more often seek to establish legal requirement through special legislation.

In keeping with this basic Kansas philosophy, the first purpose of this guide is to assist schools in maintaining self-determination.

The second purpose is to offer help on the specific topic in the following ways:

-To help solve some problems and alleviate some tensions through education about and communication among racial and ethnic groups.

-To bring to the attention of the schools of Kansas the need to include significant American minorities in the study of all facets of the history and culture of the United States.

-To provide sufficient background information and bibliography to help teachers at all grade levels to become better acquainted with the minorities.

-To help teachers incorporate into their present programs learning about the involvement and influence of minority groups in the development of America.

-To assist teachers and students in attaining greater understanding of the ways of thinking among people of the various cultures within this society.

-To encourage teachers to give students some appreciation of the contributions of minorities in the building of the United States as a nation, evident in such fields as art, music, literature, linguistics, science, social studies, and the entertainment world.

-To help bring the democratic ideal of equality and opportunity for all closer to reality.

A STATEMENT OF POLICY

Basic Premises

The State Department of Education believes that--

-The kind of society developed in any culture is an outgrowth of the system of values held by the people who make up that culture whether those values are written into the laws of the land or are an underlying system of which the people are scarcely aware.

-Every person has value, uniqueness, and ability to make some individual contribution to society. He has equal right to human dignity and the acceptance of his contribution and himself.

-Every person has a right to self-respect, religious belief, and hope--opportunity for health, continuing education, self-determination, a job, management of his income--and the "pursuit of happiness" within the law. He has a right to succeed and a right to fail.

-These rights are accompanied by equal responsibilities for wise decision-making and recognition that the free exercise of one's own rights ends where another's rights begin.

-The laws of the land undertake to guarantee these privileges for all.

-Between the American commitment and an approach to realization of the ideal is the reality of human beings with their ability to conceive the ideal and block the accomplishment of it by their own imperfection. The struggle toward accomplishment of the ideal is a continuing, unending process.

-Prejudice in its broadest sense--pre-judging before knowledge--is both a result and a subsequent cause of ignorance. The education of a man involves a lifelong struggle to push back encircling ignorance.

-The human propensity to pre-judge is present, however undiscerned, in practically every aspect of life where opinions and decisions are concerned. To have complete knowledge in any area is rarely possible.

Policy Statement

The State Department of Education believes that the elementary and secondary curriculum should deal realistically with the persistent issues of American society. Consequently, the department believes that an open, rational examination of information about minority groups and human re-

lations, conducted in a spirit of free exchange of ideas, is a valuable experience for students and an essential one if they are to be prepared to assume their role as participating members of a democracy. The primary purpose of such an examination should be to provide students with an increasing degree of skill in the analysis of issues involving human relations.

The State Department of Education believes that students and teachers should have--

-A right to study and discuss minority groups as an integral part of the school program.

-The right of access to publications or statements which are related to the minority group(s) being studied.

-A right to study and discuss all sides of an issue involving minorities in an atmosphere free from compulsion.

-A right to express opinions and to reach conclusions that may differ from those opinions or conclusions expressed by others.

-The responsibility to assure that the discussion of minority groups in the classroom should always be consistent with rules and procedures of the democratic process.

The State Department of Education believes that the administration and the board of education of all school districts and schools should--

-Be responsible for the development of a continuous, coordinated inclusion of minority group content in the total school program.

-Seek to employ teachers adequately trained to teach about minority groups.

-Permit teachers to acquire and use materials which, in the best judgment of the teachers, need to be used in teaching about minorities.

-Protect the teacher's right of free access to materials and to the choice of content dealing with minorities to be studied.

-Protect the teacher and student from unwarranted attempts by private groups to interfere with the teaching of content about minority groups.

-Protect the right of students to hear responsible presentations on all sides of relevant issues concerning minorities.

-Have a right to expect teachers to use common sense and professional judgment in working with minority group content.

A STATEMENT FOR SCHOOL PLANNING

Rationale

Incorporating information about American minority groups into school learning experiences is more a matter of planning than of squeezing an additional unit of work into the curriculum. In fact, it should probably not be a unit at all. Rather, it is a giving of credit where it is due.

Most teachers have studied very little about minorities in their own schooling. It, therefore, comes as a surprise to many that, in general, whole segments of the American story and culture are missing from the educational pattern. References to the individuals of minority groups who were involved in crises in our national history or who have shown marked creativity, courage, or character in their special fields are few. Even less attention has been given to the economic, political, social, and artistic influences of minorities as groups. Because the strands regarding the involvement of such groups as American Negroes, Indians, Jews, Chinese, Japanese, and Mexicans have been largely omitted from textbooks and literature, few teachers have been aware of the need to supplement this material from other sources for the courses they teach.

The explanations for the omission form three schools of thought. According to some historians, the omission was originally intentional, part of a deliberate plan to clear from the pages of American history the guilt of conquest of Indian lands, slavery of imported Africans, and exploitation of all such peoples. Another part of this alleged plan was to protect the economic dominance of the white man by presenting him as superior in a world of "treacherous aborigines" and "inferior blacks," fit only to be "kept in their place" of dependence. Other students of the

problem are more generous toward the original writers, concluding that the omission was a psychological oversight. According to them, not mentioning minorities' part in history was a subconscious burial of a sense of guilt, accompanied by the rationalization that a darker-skinned person is thicker-skinned and does not experience equal physical or emotional pain, love, ambition, or intellectual activity. Still a third group acknowledges an honest oversight, which nevertheless perpetuated a degree of ignorance. This approach, coming a bit later, viewed history in terms of the activity of the great majority and did not miss the parts omitted from the original writings. There was neither guile nor guilt. It is undoubtedly this approach that has continued through the years among more recent historians who based their writing on earlier books, perpetuating their weaknesses, and among teachers who could teach only what was offered them in textbooks.

It is disturbingly reminiscent of the novel 1984 to realize in a time of such tremendous influence of the mass media that manipulation or oversight in recording history can have such far-reaching and devastating effects eventually. It is also interesting that many library shelves have all along contained the records, in non-textbook form, of the involvement of minority groups in the development of America. It was not, however, until about 1967 that this material began to appeal to writers and to appear in a variety of new publications from many sources.

The influence of this handling of the American story has been subtle but certain. Americans with no personal or ancestral responsibility for earlier evils may assume that Indians are savage, that Mexican-Americans are treacherous, and that Negroes are inferior. This impression along with the natural separation of peoples by subcultures may contribute to the tendency of members of all groups to feel comfortable with the familiar

and to experience aversion from the unfamiliar in appearance and culture, without feelings of hatred. They may therefore seek to maintain what is known as "social distance."

The attitudes of both whites and non-whites are deep and complex. Any cursory observation or surface explanation without the assistance of sociology and psychology and without direct, genuine communication with members of other groups is probably over-simplified and untrue. Certainly labels and sweeping generalizations are suspect.

The reality of America is infinite diversity--a complexity of origins, races, religions, creeds, and subcultures. This diversity, one that contributed to this nation's quality and strength, has been compounded by America's rapid population movements from rural to urban areas, from cities to suburbs, and from one region of the country to another. These migrations have changed the composition and character of this country's population and altered the nature and quality of human relationships throughout the nation. Society today is largely cosmopolitan and urban; relationships in such a society stem from functional needs and are often impersonal and of short duration.

Consequently, one of the major problems facing America today--man's inability to get along with his fellow man--must be faced by both rural and urban educators. Tolerance, open-mindedness, respect for the rights of others, the ability and inclination to judge people as individuals, although difficult concepts to teach because they stem from feelings rather than facts, are attitudes essential to the health of this nation's democracy. Regardless of whether students are educated in a rural or urban community, or in a heterogeneous or homogeneous classroom situation, in the armed services, in college, and in educational travel they will soon come into contact with people of many different backgrounds, and they will inevitably

live and work to some extent in multigroup situations.

Educators must provide all students with the competencies required for a productive life within society. It is, therefore, strongly recommended that schools plan and follow the most direct, efficient inservice study procedure they can initiate. The following guidelines, utilized at their appropriate levels of complexity, are suggested for curriculum planning at all grade levels, kindergarten through grade twelve.

Guidelines

Since the subject matter of minority groups is not commonly known, elementary and secondary teachers cannot be expected to incorporate it successfully into the curriculum without some inservice study. Consequently, one of the first steps is for the administrator, the teachers, and the instructional materials specialist to discuss together their present program and its needs regarding the inclusion of material about minorities. The school librarian should be asked to prepare and make available to all teachers a list of the present library holdings on (1) American minorities and (2) psychology and sociology of prejudice and related areas.

A good basic collection of materials on the various racial and ethnic groups and on the nature of prejudice appropriate to the various subject areas should be acquired as soon as possible. To the bits and pieces of information within standard reference works and in full treatment in separate publications, new materials in print, on recordings, and in multimedia are appearing on the market every week. Bibliographies are being compiled, and some annotated, by a number of city school systems, professional teachers' organizations, civil rights agencies, and publishers. A few of both the bibliographies and the expository publications are designed for specified grade levels. Much of the material is free

or inexpensive in paperback form. With these helps, the instructional materials specialist and the teaching staff should select instructional materials of many different kinds for future purchase. The group should also investigate the possibility of available educational television programs on the subject.

It is necessary then for each teacher to do background reading--journals, newsletters, research reports, book reviews, books. When reading, the teacher should take notes which can be inserted into units where minority group content will be applicable. The age and maturity level of the students will determine the appropriate content. As the preparatory work progresses, the pages of the reference from which each note is drawn should be jotted down so that the section can be found again before introduction of the material in class. Also, after each note, two or three research, writing, or speaking assignments that seem promising should be listed, and perhaps a brief reminder of a class discussion topic that has come to mind during the reading. These notes should not be looked upon as ideas to be imposed upon students. Rather they are guidelines for the teacher's work as class challenger and moderator, guidelines the teacher knows are based on the most current scholarly research about minority groups.

The introduction of minority group content into the curriculum has little possibility of being effective unless the teacher is competent and sympathetic about minorities. Consequently, the teacher should read on related subjects such as prejudice, poverty, and discrimination before he leads his students in a discussion of issues that can be distorted by lack of knowledge and strong emotions. In addition, he must be willing to examine his own attitudes, feelings, and behavior concerning individuals and groups; a teacher who shows a willingness to question his views will have a more effective response from his students when he asks them to

question theirs.

In addition to individual reading, the teachers in a group should study and discuss the nature of prejudice and its implications for the students, the community, the nation, the world, and themselves. Whether or not this information is ever used directly as class lesson material, as background knowledge for teacher understanding and emotional maturity regarding the whole issue it is absolutely vital.

The teacher, then, should collect instructional materials for his own subject area. The textbook, as the most universally used instructional material, perpetuates many of the attitudes that are prevalent in society. A variety of up-to-date instructional materials, rather than a single type, can be used to compensate for the inadequacies of textbooks, organized to fit into existing courses, and used to provide for the complexity of needs, individual differences, experiences, and interests of the students. Obsolete instructional materials which omit topics on minority groups or which present stereotypes of minorities should be discarded unless they can be used as data for comparison and analysis. Other instructional sources which could be incorporated into the regular course sequence are spokesmen for the groups and viewpoints being taught. Textbooks, instructional materials, and resource persons need to be selected which will present a realistic and balanced picture of America's multicultural society.

Purely factual instruction about minority groups, although accurate, will not materially alter attitudes, feelings, and behavior toward these groups. The teacher will, therefore, have to present to his students such direct evidence of the fundamental dignity and worth of all individuals and groups as documents, biographies, novels, poetry, reference books, newspaper and magazine articles, films, filmstrips, records, tapes,

photographs, pictures.

It is important also for every student to have an appreciation of his own group's cultural heritage. This will strengthen his self-image and provide him with an intrinsic motivation to achieve. It will also encourage him to appreciate the culture and contributions of other groups. The task of the teacher is to dispel the sense of cultural barriers between group and group. Educators should be concerned not so much in showing the contributions and the qualities of particular groups as in imparting a sense of the greater common heritage, the transcending common interest, so that the concept of what is "ours" becomes inclusive, not divisive.

It is best that a study of minorities not be a single lesson or unit approach--many texts in use today have such a chapter or unit--since a study of this type contributes to a fragmented incomplete view and suggests that minority group culture is parallel to rather than an integral part of the culture of the United States and Kansas. Minority group content should be integrated in the existing elementary and secondary curriculum where appropriate and realistic. Secondary schools that wish to offer a separate elective course in minority group culture in addition to integrated material should do so, but their primary concern should be the inclusion of this content in the entire curriculum so that all students may have the benefit of learning about minorities.

Directed free discussion should be the key teaching strategy for introducing minority group content in the classroom. Students at all grade levels can profit from participation in this type of discussion if plans are made for the differences in the ability of students to use this skill. In using this teaching strategy, the teacher should guide students from instructional materials to open conversations about their meaning and

significance. They should be encouraged to disagree with anyone's ideas, including the teacher's, but they must listen to everything anyone else says. Lecturing about human relations and trying to decree respect for differing individuals and groups will not develop a tolerant personality. Instead questions need to be asked which keep students thinking for themselves and which keep the discussion vital and on topic. If students discuss a topic and come up with "wrong" answers from a positive human relations viewpoint, the teacher should introduce new evidence into the discussion which contradicts these conclusions, play a role opposite to that of the class, bring in a community resource person to confront students with another side of the problem, or present another film or book to make telling points.

The free discussion teaching strategy is designed to guide the student from sympathy, his natural reaction to the direct evidence that has been presented, toward rational examination of social problems and possible remedies for problems. These discussions can lead to many classroom activities: written or oral reports, individual and/or group research, debates, role playing. The teacher should encourage an interdisciplinary approach with excursions into psychology, sociology, anthropology, history, and economics. The discussion stage of the learning activities is the bridge between studying direct evidence and using that evidence as a basis for developing tolerance, an open mind, respect for the rights of others, and the ability and inclination to judge different peoples as individuals. It should lead students toward foundations of knowledge and opinion that will help them think critically about social issues, investigate various approaches, and apply policy-making and problem-solving skills.

Students should be graded not by what they have to say in class discussion, but by how adequately they make the case for their judgments, theories, and suggested solutions. However, their positions must square

with the best factual information as gleaned from the instructional materials the teacher has presented or suggested for his students. In developing test questions a teacher should choose words which will challenge and elicit information about the attitudes, feelings, and behavior of his students toward minorities--analyze, characterize, clarify, compare, contrast, criticize, demonstrate, differentiate, evaluate, find the cause, furnish evidence, justify, show the fallacy of, substantiate, validate. In addition, the teacher should attempt some overall evaluation of his teaching in terms of changes in the attitudes, feelings, and behavior of his students toward minority groups. Guidelines which might be used in such an evaluation follow.

1. Has there been evidence of increased interest in and respect for minority groups as indicated by
   a. items of interest brought to class
   b. questions raised
   c. suggestions for book reports, songs, plays or skits?
2. How do students in their drawings, compositions, or reports show their awareness of the different groups and individuals that make up the school and community?
3. Do the students show an increased awareness and understanding of minority group problems?
4. In the classroom and lunchroom and on the playground, do the students segregate themselves?
5. What evidences are there of new intergroup contacts outside the school?
6. Have incidents involving members of different groups increased or decreased?

Introducing material about minority groups may bring out unexpected resistance in students, parents, and teachers. The reason is not difficult to discover; it is hard to abandon a long held belief or image, and the image of minorities has been a degrading one formed by histories, textbooks, and mass media. However, new instructional materials on minorities will interest

students because the material is fresh and will provide new dimensions to this country's culture, whatever social conflict it uncovers. Replacing the myths of the past with the truth will not be easy, but as Robert F. Kennedy stated in 1966:

> ...each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, these ripples build a current that can sweep down the mightiest walls of oppression and resistance.
>
> The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike, timid, and fearful in the face of new ideas and bold projects. Rather it will belong to those who can blend vision, reason and courage in a personal commitment to the ideals and great enterprises of American Society.

PART II: BACKGROUND READINGS ON RACIAL AND ETHNIC GROUPS

This section has been developed to provide educators with access to informative articles related to the study of racial and ethnic groups. The essay on institutional racism by Joseph P. Doherty of the Kansas Commission on Civil Rights is intended as a beginning toward such a collection of articles. Periodic supplements to this section will be issued by the State Department of Education in cooperation with the Kansas Commission on Civil Rights.

INSTITUTIONAL RACISM IN AMERICAN SOCIETY

Joseph P. Doherty, Assistant Director
Kansas Commission on Civil Rights

Not many years ago, Ebony magazine published an issue devoted entirely to what it called "the white problem in America." The thought that our domestic interracial difficulties might be more than simply a Negro problem was not new. Gunnar Myrdal, in his classic study entitled An American Dilemma, had theorized in the 1940's that race relations were a problem for white Americans as well. The American dilemma, he said, was a conflict between the professed national credo of justice and equality for all, and the pressures of socially defined and grossly unjust mores which governed relationships between white America and its disenfranchised black masses.

What was new in the Ebony articles was the widespread attention drawn to the thesis in a popular forum. Myrdal's work was monumental: page upon page, each with hundreds of words in small type, thoroughly documented throughout. Though his book was widely read and hotly debated among scholars, it was, at best, vaguely known to the ordinary American in the street, possibly by nothing more than its title. Ebony bridged the gap by presenting the thesis in popular style.

A second novel element of even greater significance appeared in the Ebony study. Whereas Myrdal had described the typical white American as torn between the two elements of his dilemma, Ebony portrayed him as a racist, at peace with his conscience and, in spite of his external protestations, determined to preserve the status quo of his comfortable, white, middle-class system. Little wonder, then, that Ebony's study shook the placid, angered the guilty, and distressed the liberal. As time

went on, however, its thesis of racism was sadly substantiated. The civil rights movement, launched in a spirit of nonviolence, floundered in the tormented seas of increasingly explosive confrontations and one day America awoke to the sad spectre of a riot-torn land.

On July 29, 1967, President Lyndon B. Johnson appointed a special commission to study the disorders sweeping American cities and directed it to answer three basic questions: What happened? Why did it happen? What can be done to prevent it from happening again? The commission's report came as a stunning shock to the nation. "White racism," it concluded, "is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II." The staggering implications of the commission's report were heightened by the fact that it was not the product of a group of black radicals, academic leftists or even militant youth. The commission was composed of respected and responsible members of the moderate "establishment" under the chairmanship of Otto Kerner, the governor of Illinois.

A conspiracy of silence threatened to obliterate the work done by the commission. Even the President who appointed the commission at first seemed to ignore its report. Militants, however, took up the commission's conclusion, turned it into a battle cry, and the term "white racism" was angrily hurled from platform after platform. Self-styled white liberals joined the ruckus, and making dramatic public confessions of white racism became the thing to do. The phenomenon was both fortunate and unfortunate: it at once saved the highly significant work of the commission from oblivion but it also distorted the commission's thinking and unnecessarily alienated masses of Americans by forcing them to become defensive.

The white racism stigmatized by the Kerner commission as the essential cause of racial conflict in America does not refer exclusively -- or even primarily -- to a situation wherein whites positively, systematically and maliciously seek to lynch blacks, to trample on their rights or to make their lives miserable. This kind of racism does exist, but it is the domain of a lunatic fringe of radicals and not the hallmark of American society. The Kerner commission used the term to denote a more subtle form of racism, one which is self-perpetuating more often through psychological rather than physical violence, one which is more unconscious than conscious... but one which produces the same devastating results. It is a form of racism which pervades the institutions of a society which have subtly incorporated into their structures values which were accepted at a time when the Negro was slave, his rights were nil and his opportunity was non-existent. These values, for the most part highly negative, are imperceptibly transmitted to each succeeding generation and tend to perpetuate the ante-bellum status of black Americans.

The typical white American child is born into a world which is, for all practical purposes, totally white. To the helpless infant, love, security and everything good come from the whites who surround him: his parents, his relatives, the neighbors, the white friends with whom his parents socialize. This, obviously, is not a deliberate attempt to make a racist of the child, nor does it in itself make racist attitudes inevitable in his adult life. Yet everything he knows of good in his infancy is associated with a white world.

As the child grows he begins to learn the meaning of language. It would be ludicrous to assert English was designed to inculcate racism. Many of its words and expressions are ambivalent or ambiguous,

however, and can unconsciously foster the formation of poor racial attitudes. White is the color of purity, holiness, truth, light, grace, virtue; black is the color of sin, obscurity, evil, lies. The "little white lie" isn't taken quite as seriously as the "big black lie." The child sees pictures of God, Uncle Sam, Santa Claus, angels, all of which portray their subjects as white. On the other hand, villains are dressed in black, devils are black or red -- but certainly not white. Think for a moment of the subtle implications of the colors of something as seemingly innocuous as angel's food cake or devil's food cake. True, there are some positive uses of black in English (a black pearl, for example, is a rare gem). By and large, however, the meanings of black are negative and the meanings of white are positive. The child begins to learn stories in which the ugly duckling is anything but white, the black swan in the midst of his white brothers will surely not be the hero, and the black sheep plays a well-stereotyped role.

Subtly and imperceptibly the child begins to make value judgments concerning the significance of black and white. White is good, black is bad. Meanwhile, he begins to see a few blacks: from behind the locked doors of an auto as it traverses the ghetto, on a garbage or junk truck, in a crime report in the newspaper. He doesn't meet any black doctors or educators and will see no blacks on the society pages of the newspaper (as if blacks didn't marry, have children or celebrate anniversaries). His concepts of white and black are easily transferred to whites and blacks.

Although many of the things we are here considering have begun to change in recent years, adult Americans grew up and formed their

attitudes at a time when the impact of such factors were not understood. While it is true man is not a slave to his environment, it is equally true it can exert a great influence on him, especially when he is not aware of it. Unfortunately, many adult Americans have formed negative racial attitudes and continue to act upon them without even realizing it.

As the child continues to grow, his world of recreation is dominated by white heroes. Superman is white, Batman is white, even the Green Hornet is really white underneath his mask. When the child goes to school he learns the same lessons. His textbooks inform him of the many important and significant contributions made to the world by whites but say little or nothing of the hardships and tribulations provoked by whites. On the other side of the coin, there is little if anything about the contributions of blacks or other minority groups. The world revolves on an Anglo-Saxon axis and everything is assigned a value according to the degree to which it approaches Anglo-Saxon values. The child's incorrect images of blacks and whites are systematically reinforced and an unfortunate foundation is laid upon which he will build many of his adult racial attitudes.

This is the kind of racism -- an institutional racism -- brought into focus by the report of the Kerner commission and subsequently refined in the light of new understanding. Any one part of the system, taken by itself and isolated from the rest, can seemingly be exonorated for inculcating racism. Together, however, they tend to foster unhealthy racial attitudes by a convergence of indices which teach that whites are superior and blacks inferior. Because the guilt of the individual parts of the system can be rationalized, the infant's all white milieu, the English language, the world of recreation, many

Americans tend to minimize the impact of this kind of racism. They forget, however, that some parts of the system cannot be absolved -- the distorted history, the unbalanced news reporting -- and, even more importantly, that it is the total composite of these elements, placed side by side, that is in the words of the Kerner commission, "essentially responsible" for our racial crisis.

PART III: SUGGESTED BIBLIOGRAPHY

This bibliography has been compiled by the Kansas State Department of Education Committee on Minority Group Studies. The intent of this bibliography is to offer information to the teachers of the state as to what is available.

This bibliography is not intended to be all inclusive. Such an exhaustive publication would be an enormous task because of the amount of materials that have been and are now being published. An attempt has been made, however, to provide a place to begin -- A Basic Collection -- followed by sources of additional information. An expanded audio-visual section is included because many of the bibliographies listed in Part IV do not have this information.

I. BASIC COLLECTION

Allport, Gordon W. THE NATURE OF PREJUDICE. Addison-Wesley, 1954. $8.95. Survey of group prejudice and race relations. Emphasizes the causes of hatred and conflict.

ANSWERS TO YOUR QUESTIONS ABOUT AMERICAN INDIANS. United States Department of the Interior, Bureau of Indian Affairs, May 1968. Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. 25¢.

Bennett, Lerone Jr. BEFORE THE MAYFLOWER: A HISTORY OF THE NEGRO IN AMERICA 1619-1964. Johnson Publishing Co., 1964. Exciting to read and it is suggested that teachers can use this source for reading aloud to students.

Bettelheim, Bruno and Morris Janowitz. SOCIAL CHANGE AND PREJUDICE. The Free Press, New York, 1964.

Burma, John H. SPANISH SPEAKING GROUPS IN THE UNITED STATES. Duke University Press, 1954.

Carter, E. Russell. THE GIFT IS RICH. Friendship Press, 1955. $1.25 (paper). The writer attempts to give credit to the American Indian for his contribution to the life and culture of the United States.

Cornish, Dudley Taylor. KANSAS NEGRO REGIMENTS IN THE CIVIL WAR. Kansas Commission on Civil Rights, State Office Building, Topeka, Kansas 66612, 1969.

Franklin, John Hope. FROM SLAVERY TO FREEDOM: A HISTORY OF AMERICAN NEGROES. Alfred Knopf, 1967. $10.75. A scholarly work particularly useful for college American History courses.

Gibson, John S., ed. RACE AND CULTURE IN AMERICAN LIFE: A PROGRAM FOR ELEMENTARY SCHOOL EDUCATION. Lincoln Filene Center for Citizenship and Public Affairs, Tufts Univ., Medford, Mass. $3.50. Program for integrating social affairs in grades K-6.

Ginsbert, Eli and Alfred S. Eichner. THE TROUBLESOME PRESENCE. The Free Press, New York, 1964. $5.95. A factual account of the roles of Negro people in American life and an assessment of the costs of segregation.

Heller, Celia S. MEXICAN-AMERICAN YOUTH: FORGOTTEN YOUTH AT THE CROSSROADS. Random House, Inc., 1966.

Hughes, Langston and Milton Meltzer. A PICTORIAL HISTORY OF THE NEGRO IN AMERICA. Crown Publishing Co., 1956. Over one thousand illustrations with text provide a panoramic story of 350 years.

Katz, William Loren. TEACHER'S GUIDE TO AMERICAN NEGRO HISTORY. Quadrangle Books, 1968. $2.25 (paper). A resource for planning a course in Negro history. Contains information including the location of materials, bibliographies, references, teaching strategies, evaluation techniques, and other aids for course construction.

Kvaraceus, William C. et al., NEGRO SELF-CONCEPT: IMPLICATIONS FOR SCHOOL AND CITIZENSHIP. McGraw-Hill, New York, 1965. Includes the papers and minutes of a conference on Negro children and youth. Provides a critical examination of the general assumption that the color-caste system which prevails in America contributed to a "defeatist" Negro image of himself.

Maisel, Albert Q. THEY ALL CHOSE AMERICA. Nelson & Sons, 1957. History of immigration and the contributions of these people to America.

Malcolm X. THE AUTOBIOGRAPHY OF MALCOLM X. Grove Press, Inc., New York, 1965. Clothbound $7.50.

McWilliams, Carey. BROTHERS UNDER THE SKIN. Little, Brown and Co., 1951.

Meier, August and Elliott Rudwick. FROM PLANTATION TO GHETTO: AN INTERPRETIVE HISTORY OF AMERICAN NEGROES. Hill & Wang, 1966. $4.75. Compact and judicious, the book not only emphasizes the decisive influence of "plantation" and "ghetto," but summarizes the influence of the West African heritage, the Abolition movement, the broken promises of the Reconstruction, and the variety of ideologies and protest movements of this century.

Myrdal, Gunnar. AN AMERICAN DILEMMA. McGraw-Hill, 1965. 2 vol. $3.45 each. This classic analysis of the Negro in the United States considers all aspects of Negro life as an integral part of the whole complex of problems in the larger American civilization. Also available in a condensed edition by Arnold M. Rose, THE NEGRO IN AMERICA.

"Negro History, A Teacher's Guide." Grolier Educational Corp. 16 pp. 40¢. One of a series of booklets designed to serve as guides in implementing the elementary school program. References to related text in THE NEW BOOK OF KNOWLEDGE are provided. Has a bibliography and suggests class and individual activities.

"The Negro in the United States." Grolier Educational Corp. An index of the coverage of this subject in ENCYCLOPEDIA INTERNATIONAL.

Rose, Peter I. THEY AND WE. Random House, New York, 1964. An introduction to the sociology of intergroup racial and ethnic relations.

Russell, John C., Jr. and Walter D. Broadnax. MINORITIES IN KANSAS: A QUEST FOR EQUAL OPPORTUNITY. Office of the Governor, Economic Opportunity Office, June, 1968. Available from: State Technical Assistance Program, State Capitol Building, Topeka, Kansas 66612. Price: 75¢ per copy.

Salk, Erwin A. ed. A LAYMAN'S GUIDE TO NEGRO HISTORY. McGraw-Hill Book Co., 1967.

Sloan, Irving. THE NEGRO IN MODERN AMERICAN HISTORY TEXTBOOKS. American Federation of Teachers, Chicago, 1966. A study of the treatment of the Negro in thirteen of the most commonly used textbooks on junior high, senior high, and advanced placement levels.

Yinger, J. Milton. A MINORITY GROUP IN AMERICAN SOCIETY. McGraw-Hill, New York, 1965. A study of minority groups with reference primarily to Negroes in American society. The historical development of the problem is included as background for the present moral issues and proposed strategies for dealing with the problem.

The Zenith Books Series to Portray the History of Minorities in America. The following books are available in both paperback ($1.45) and hardback ($2.95). Suggested for use in grades 7-9 but written with an adult interest level. Series is published by Doubleday, edited by Dr. John Hope Franklin, and beautifully illustrated.

Chu, Daniel and Elliott Skinner. A GLORIOUS AGE IN AFRICA. History of the three African empires: Ghana, Mali and Songhay.

Davidson, Basil. A GUIDE TO AFRICAN HISTORY.

Dobler, Lavinia and William A. Brown. GREAT RULERS OF THE AFRICAN PAST.

Dobler, Lavinia and Edgar A. Toppin. PIONEERS AND PATRIOTS. The lives of six Negroes of the Revolutionary era.

Drisco, Carol F. and Edgar A. Toppin. THE UNFINISHED MARCH. The history of the Negro in the United States, Reconstruction to World War I.

McCarthy, Agnes and Lawrence Reddick. WORTH FIGHTING FOR. Civil War and Reconstruction periods.

Meltzer, Milton and August Meier. TIME OF TRIAL, TIME OF HOPE. The Negro in America 1919 to 1941.

Sterling, Philip and Rayford Logan. FOUR TOOK FREEDOM. The lives of Harriet Tubman, Frederick Douglass, Robert Smalls, and Blanche K. Bruce.

Sterling, Dorothy and Benjamin Quarles. LIFT EVERY VOICE. The lives of W.E.B. DuBois, Mary Church Terrell, Booker T. Washington, James Weldon Johnson. Important Negroes of the 19th Century.

II. RECENT BOOKS

Adoff, Arnold, ed., BLACK ON BLACK, COMMENTARIES BY NEGRO AMERICANS. The Macmillan Co., 1968. $5.95. Ages 14 up.

_____. I AM THE DARKER BROTHER. The Macmillan Co., 1968. $4.95. An anthology of modern poems by Negro Americans.

Chambers, Bradford, ed. CHRONICLES OF NEGRO PROTEST. Parents' Magazine Press, 1968. $4.95. Documents with explanations and commentaries, from Bible times to 1968, explaining events and conditions in Negro treatment which have led to the position of the Negro in today's society.

Chernow, Fred B. and Carol Chernow. READING EXERCISES IN NEGRO HISTORY. Continental Press, Inc., 1968. 63 pages. 66¢ (paper). Short biographical sketches of famous American Negroes. 4th grade reading level. Teacher's Guide.

Drimmer, Melvin, ed. BLACK HISTORY: A REAPPRAISAL. Doubleday & Co., Inc., 1968. $6.95.

Emanual, James A. and Theodore L. Gross, ed. DARK SYMPHONY. The Free Press, 1968. $8.95. An anthology of Negro literature in America.

Epstein, Sam and Beryl. HARRIET TUBMAN: GUIDE TO FREEDOM. Garrard Publishing Co. $2.39. 4th grade reading level; interest level: grades 3-6.

Goldston, Robert. THE NEGRO REVOLUTION. The Macmillan Co., 1968. $4.95. A history of the Negro struggle for human rights.

Harrison, Deloris, ed. WE SHALL LIVE IN PEACE: THE TEACHING OF MARTIN LUTHER KING, JR. Hawthorn Books, Inc., 1968. $3.95. Grades 7-9.

Hughes, Langston. THE FIRST BOOK OF JAZZ. Franklin Watts, Inc. Grades 6-9.

Hunter, Kristin. THE SOUL BROTHERS AND SISTER LOU. Charles Scribner's Sons, 1968. $3.63.

Jacobson, Daniel. THE FIRST AMERICANS. Ginn and Co., 1969. The story of the American Indians from prehistoric time to the present.

Johnston, Johanna. A SPECIAL BRAVERY. Dodd, Mead & Co., 1967. $3.23. These stories highlight the accomplishments of outstanding Negroes. Elementary level.

Josephy, Alvin M. Jr. THE INDIAN HERITAGE OF AMERICA. Alfred A. Knopf, 1968. $10.00. Covers archeology, ethnology, and history of the tribes and cultures of the Indians of North and South America from pre-historic times to the present.

Lester, Julius. TO BE A SLAVE. Dial Press Inc., 1968. $3.95. Age 12 and up. Slavery described by people who had been slaves.

Levenson, Dorothy. THE FIRST BOOK OF THE CIVIL WAR. Franklin Watts, Inc. Grades 4-7.

MacGregor-Hastie, Roy. AFRICA: BACKGROUND FOR TODAY. Criterion Books, Inc., 1968. $4.00. Covers the colonization, exploration, slave trade, development of resources, and rebellions that marked the various phases of Africa's history.

Montgomery, Elizabeth Rider. WILLIAM C. HANDY: FATHER OF THE BLUES. Garrard Publishing Co. $2.39. Reading level: grade 4. Interest level: grades 3-6.

Nolen, Barbara, ed. AFRICA IS PEOPLE. E. P. Dutton and Co., 1967. $6.95.

Ploski, Harry A. and Roscoe C. Brown, eds. THE NEGRO ALMANAC. Bellwether Publishing Co., 1967. $22.00. A very complete reference work on the Negro in America.

Roth, R. S. NEGRO HEROES SHOW THE WAY. International Book Corp., 1967. $3.40. Junior High and up. This book can serve the purposes of acquainting young people with Negro leaders and their achievements, as well as teaching language skills.

Rydjord, John. INDIAN PLACE NAMES. University of Oklahoma Press, 1968. $5.95. The origin, evolution and meaning of many Indian placenames in Kansas.

Stearns, Marshall and Jean. JAZZ DANCE. The Macmillan Co., 1968. $9.95. A history of dancing to jazz, from its African origins to the present.

Steiner, Sam. THE NEW INDIANS. Harper & Row, 1968. $7.95. Grade 10 and up. Mr. Steiner has traveled for a number of years among the Indian tribes of this nation, listening to them talk as they rarely do to an outsider. In this understanding and moving book he tells us what he has learned.

Sterne, Emma Gelders. THEY TOOK THEIR STAND. Crowell-Collier Press, 1968. $4.50. Profiles of twelve people who devoted their lives to the struggle for equal rights.

Turnbull, Colin M. TRADITION AND CHANGE IN AFRICAN TRIBAL LIFE. The World Publishing Co., 1966. $5.95. Junior High level.

Vlahos, Olivia. AFRICAN BEGINNINGS. The Viking Press, Inc., 1967. $6.43. Junior High level.

Young, Margaret. THE FIRST BOOK OF AMERICAN NEGROES. Franklin Watts, Inc. Grades 4-6.

_____. THE PICTURE LIFE OF MARTIN LUTHER KING, JR. Franklin Watts, Inc. Grades 1-3.

_____. THE PICTURE LIFE OF RALPH BUNCHE. Franklin Watts, Inc. Grades 1-3.

III. CURRICULUM GUIDES

CONTRIBUTIONS OF THE NEGRO TO AMERICAN LIFE AND CULTURE. Office of Curriculum Development, Bureau of Instruction, Kentucky Department of Education, 1968. For price write: Coordinator of Curriculum Development, Kentucky Department of Education, Frankfort, Kentucky 40601.

"How to Integrate Your District's Curriculum." SCHOOL MANAGEMENT, Vol. 12, No. 8, August 1968.

THE HISTORY OF NEGRO LIFE IN AMERICA. Office of Publications, Tacoma Public Schools, P. O. Box 1357, Tacoma, Washington 98401.

THE NEGRO IN AMERICAN HISTORY. Board of Education of the City of New York. Curriculum Bulletin, 1964-65 Series, No. 4. 158 pp. $1.00. Order from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. (Make checks payable to Auditor, Board of Education.)

THE NEGRO IN AMERICAN HISTORY. A Curriculum Resource Bulletin for Secondary Schools. Public Schools of the District of Columbia, 1964. $1.00.

THE NEGRO IN AMERICAN HISTORY. A Guide for Teachers (Preliminary Edition). 1965. Department of Social Studies, Detroit Public Schools.

TEACHING ABOUT MINORITIES IN CLASSROOM SITUATIONS. Secondary Schools Curriculum Guide. Curriculum Bulletin, 1968-69 Series, No. 23. Bureau of Curriculum Development, Board of Education of the City of New York. $2.00. Order form: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. Make checks payable to Auditor, Board of Education.

IV. BIBLIOGRAPHIES

"Africa in Books and Films for Young Adults." TOP OF THE NEWS, March 1961. Compiled by YASD Committee, American Library Association.

THE AFRICAN SCENE: A SELECTED LIST OF BOOKS OF SIGNIFICANCE FOR ELEMENTARY SCHOOL LIBRARIES. Booklist IV, September, 1968. Department of Library Science, Public Schools of the District of Columbia, Washington, D.C.

THE AFRICAN SCENE: A SELECTED LIST OF BOOKS OF SIGNIFICANCE FOR SECONDARY SCHOOL LIBRARIES. Booklist III, September, 1968. Department of Library Science, Public Schools of the District of Columbia, Washington, D.C.

"The American Indian: Some Recommended Titles for Elementary Schools." June 1968, #33, Oklahoma State Department of Education, Library Resources Division, Oklahoma City, Oklahoma.

"The American Indian: Some Recommended Titles for Junior High Schools." June 1968, #32, Oklahoma State Department of Education, Library Resources Division, Oklahoma City, Oklahoma.

"The American Indian: Some Recommended Titles for Senior High School." June 1968, #31, Oklahoma State Department of Education, Library Resources Division, Oklahoma City, Oklahoma.

THE AMERICAN NEGRO: A SELECTED LIST OF BOOKS FOR ELEMENTARY SCHOOL LIBRARIES. Booklist II, September, 1968. Department of Library Science, Public Schools of the District of Columbia, Washington, D.C.

"The American Negro in Contemporary Society." An annotated booklist. Young Adult Librarians' Roundtable, California Library Association, 1741 Solano Avenue Berkeley, California 94707. 1966.

Armstrong, Helen T. and Ruth Ann Robinson, Comp. "Books on Africa for Children." TOP OF THE NEWS, June 1965. American Library Association.

"Bibliographic Survey: The Negro in Print, "Vol. 3, No. 2, July 1967. $1.25. Focus on: Another Minority Group: The American Indian. The Negro Bibliographic and Research Center, Inc., 117 R. Street, N.W., Washington, D.C. 20002.

"Bibliography of African Art." ART EDUCATION, Journal of the National Art Education Association, May 1969, Vol. 22, No. 5, pp. 12-13. (Reproduced from ART TEACHER'S GUIDE TO AFRICAN AND AFRO-AMERICAN ART. A preliminary study prepared by the Board of Public Education, Pittsburg, Pennsylvania, Nov. 1968.)

BIBLIOGRAPHY OF OUTSTANDING EVENTS, LITERATURE, AND MUSIC INVOLVING AND MOLDING THE HISTORY OF THE NEGRO AND OTHER MINORITY RACES AND THE DEVELOPMENT OF THEIR CULTURES. Curriculum Division, State Department of Education, Oklahoma City, Oklahoma 73105.

"Books for Brotherhood." National Conference of Christians and Jews, Inc., 43 West 57th Street, New York, New York 10019.

Denby, Robert V. "Negro Literature for Secondary English and Humanities Courses: An NCTE/ERIC Report." ENGLISH JOURNAL, May 1969, pp. 767-772.

Dodds, Barbara. NEGRO LITERATURE FOR HIGH SCHOOL STUDENTS. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820. $2.00. 1968.

"Easy Materials for the Spanish Speaking." THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN, July 15, 1968. Prepared by the Committee on Reading Improvement for Adults of the American Library Association's Adult Services Division, American Library Assoc.

FROM SLAVERY TO PROTEST. Commonwealth of Pennsylvania, Department of Public Instruction, Divisions of School Libraries and Social Studies, Harrisburg, Pennsylvania, 1968. A bibliography of Afro-American resources.

Harris, Helen Y. et al., compilers. THE BLACK LIST. Enoch Pratt Free Library, 400 Cathedral Street, Baltimore, Maryland 21201, 1969.

THE HERITAGE OF THE NEGRO IN AMERICA. Michigan Department of Education, Lansing, Michigan, 1969. A bibliography of books, records, tapes, and filmstrips.

"Mexican-Americans: Some recommended Titles for Elementary Schools." June, 1968, #36, Oklahoma State Department of Education, Library Resources Division, Oklahoma City, Oklahoma.

Millender, Dharathula H. REAL NEGROES/HONEST SETTINGS, CHILDREN'S AND YOUNG PEOPLE'S BOOKS ABOUT NEGRO LIFE AND HISTORY. American Federation of Teachers, 1012 14th St. N.W., Washington, D.C. 20005. (Item no. V-3) $1.00 single copy, $10 for 25 copies. Order from Library Division.

THE NEGRO AMERICAN: A SELECTED LIST OF BOOKS FOR SECONDARY SCHOOL LIBRARIES. Booklist I, September 1968. Department of Library Science, Public Schools of the District of Columbia, Washington, D.C.

"The Negro American in Paperback." A Selected List of Paperbound Books Compiled and Annotated for Secondary School Students. Committee on

Civil and Human Rights of Educators of the National Commission on Professional Rights and Responsibilities, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. 1967. 35¢

THE NEGRO IN SCHOOL ROOM LITERATURE. Center for Urban Education, 106 Madison Avenue, New York, N.Y. 10016. 25¢. Resource materials for the teacher of Kindergarten through the 6th grade.

NEGROES IN THE UNITED STATES. The Pennsylvania State University Libraries School Series, No. 1, 1967. $2.50. A well-organized bibliography arranged according to level and subject matter. Order from the Office of the Director of Libraries, The Pennsylvania State University, University Park, Pennsylvania 16802.

"Negro Materials of the 1960's." In the Balance. CHOICE, April 1968. Reprints are available from CHOICE, 100 Riverview Center, Middletown, Connecticut 06457. Single copies 25¢ each, 5 or more copies, 20¢ each.

"Negro Music, A Classroom Bibliography." 1968. Bureau of Elementary and Secondary Education, Connecticut State Department of Education, Hartford, Connecticut.

Olson, Bernhard E., comp. "Paperbacks on Intergroup Relations." National Conference of Christians and Jews, Inc., 43 West 57th Street, New York, New York 10019.

RED, WHITE AND BLACK: MINORITIES IN AMERICA. The Combined Paperback Exhibit, American Library Association Conference, 1969. Write to Harold H. Laskey, Director, The Combined Paperback Exhibit, The Combined Book Exhibit, Inc., Scarborough Park, Albany Post Road, Briarcliff Manor, New York 10510.

"Selected Bibliography on the Negro." (3rd supplement to the Fourth Edition) April 1966. Compiled by the Research Department, National Urban League, 14 East 48th Street, New York, New York 10017. 50¢

A SELECTED BIBLIOGRAPHY ON THE TREATMENT OF MINORITIES. Wisconsin Department of Public Instruction. Write to H. Mike Hartoonian, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

"Selected Materials Dealing with the History of the Negro in America for Use in the Two-Year Course in the History of the United States." SECONDARY SCHOOL BULLETIN, Division of Curriculum and Instruction, New Jersey State Department of Education, Trenton, New Jersey.

"Selecting Materials for Children and Young Adults." Prepared by Children's Services Division and Young Adult Services Division of the American Library Association. American Library Association. 25¢.

United States Department of the Interior, Bureau of Indian Affairs. For pricelist of Indian life readers, books on Indian history, life, and customs, adult education booklets, and other classroom material, write to: Publications Service, Haskell Institute, Lawrence, Kansas 66044.

Welsch, Erwin K. THE NEGRO IN THE UNITED STATES: A RESEARCH GUIDE. Indiana University Press. 1965. $1.85.

V. PERIODICALS

EBONY. Johnson Publishing Company, 1820 S. Michigan Avenue, Chicago, Illinois 60616. Monthly. Year $5.00. Popular magazine similar in format to Life presenting the Black American scene.

INTEGRATED EDUCATION. Integrated Education Associates, 343 S. Dearborn Street, Chicago, Illinois 60604. Published bi-monthly. Year $4.00. Articles on school integration and related topics; suggestions for pre-service and inservice programs for teachers. Each issue contains current bibliographic material.

JOURNAL OF NEGRO HISTORY. Association for the Study of Negro Life and History, Inc. Published quarterly. Year $6.00. Scholarly articles on various aspects of Negro history and culture.

NEGRO DIGEST. Johnson Publishing Company, 1820 S. Michigan Avenue, Chicago, Illinois 60616. Monthly. Year $4.00. Single copy 35¢.

NEGRO HISTORY BULLETIN. Association for the Study of Negro Life and History, Inc., Subscription and Advertising Department. Year $3.00 (8 issues), single copy 50¢. The purpose of the magazine is "to promote an appreciation of the life and history of the Negro, to encourage an understanding of his present status, and to enrich the promise of the future."

VI. AUDIO-VISUAL

ART REPRODUCTIONS

AFRO-AMERICAN AND AFRICAN STUDIES MATERIALS. Prothmann's, 2795 Milburn Avenue, Baldwin, New York 11510. Slide collections (most with text) on Afro-American and African art.

THE ART OF BLACK AMERICA. Shorewood Reproductions, Inc., 724 Fifth Avenue, New York, New York 10019. Art reproductions of paintings by American Negroes of the 19th and 20th centuries. The initial program includes ten reproductions, each mounted on 90 point board, a biography of each artist and commentary on each painting $30.00 plus postage for the initial program. 2" x 2" slides are available at $1 each.

FILMS

THE ANGRY NEGRO. 16mm., b & w, 30 min. Mass Media Ministries, 2116 North Charles Street, Baltimore, Maryland 21218. Rental, $8.00. Grades 10-12. The leaders of debates within the Negro community express varied opinions as to the way the Negro should go in his search for equality.

BLACK LIKE ME. 16mm., b & w, 110 min. Walter Read Organization, "Continental 16," 241 East 34th Street, New York 10016. Rental, $45.00. Grades 10-12. What is it like to see, hear and feel like a Negro?

BOUNDARY LINES. 16 mm., color, 10 min. McGraw-Hill Text-Films, 330 West 42nd Street, New York, New York 10036. Grade 10 and up. Available from Bureau of Visual Instruction, University of Kansas, Lawrence, Kansas 66044. Daily rental $4.00: weekly rental $6.40. A plea to eliminate arbitrary boundary lines which divide people from each other.

BROTHERHOOD OF MAN. 16 mm., 10 min. Brandon Films, Inc., 200 West 57th Street, New York, New York 10019. This animated cartoon amusingly suggests that differences between races are superficial, accidental and impartial.

CHILDREN WITHOUT. 16 mm., 29 min. National Education Association. Available from Bureau of Visual Instruction, University of Kansas, Lawrence, Kansas 66044. No charge - Kansas only. Dramatic commentary on a current problem, the disadvantaged child.

DEMONS IN THE STREET. 16 mm., 52 min. WCAU-TV, City Line & Monument Avenue, Cynwyd, Pennsylvania 19004. Available in b & w on free loan. Adults. This is a story of the persistent and often heartbreaking efforts of an area youth worker from the settlement house to bring about the rehabilitation of juvenile street gangs.

EVERYBODY'S PREJUDICED. 16 mm., b & w, 22 min. National Film Board of Canada and McGraw-Hill Book Co., Inc., Text-Film Division, 330 West 42nd Street, New York, New York 10036. A wide range of prejudices is shown, varying from simple prejudgment to the bias of a bigot.

FELICIA. 16 mm. b & w, 12½ min. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. Nominal rental. Junior and senior high school. This film shows the corrosive effects of prejudice. Felicia tells her own story. She is a teenager, a junior in high school, and her town, a prototype of all ghettos, is a slum.

FREDERICK DOUGLASS. 16 mm. 2 reels, 25 min each. 18 Films, Inc., 689 Fifth Avenue, New York, New York 10022. Sale price, $300. Rental from educational film libraries. Grades 7-12. This is one of the 8 films in set 2 of Profiles in Courage series. The film describes the role of the Negro in American history, slavery in the South vs Northern discrimination, the abolition movement, the racial inferiority myth through the study of an escaped slave who revealed his identity to fight for freedom of others.

HARRIET TUBMAN AND THE UNDERGROUND RAILROAD. 16 mm., b & w, McGraw-Hill Text-Films. Available from educational film libraries. 54 min. (2 parts). Approximate rental, $10. Grades 7-12. The story of an escaped slave who became involved in the Underground Railroad carrying fleeing slaves to freedom during her period of experience, 1850-1860.

HISTORY OF THE NEGRO IN AMERICA (series). 16 mm., McGraw-Hill Text-Films. Available from educational film libraries. Approximate rental, $5.00 each. (3 films, 20min. each): 1619-1860 Out of Slavery; 1861-1877 Civil War and Reconstruction; 1877-Today Freedom Movement. Grades 7-12. Covers entire span of Negro part in American history--slave and free man, worker and farmer, runaway and abolitionist, soldier, scholar, artist, political leader, scientist, etc.; the trials and triumphs.

HISTORY OF THE NEGRO PEOPLE. 16 mm. film series, National Education Television (NET), 1965. Grades 7-12. This film series of 9 programs was designed to dispel and correct 2 basic misconceptions: That the facts of Negro history have been available to all who were interested, and that the Negro is a man with a past. The programs are: Heritage of the Negro; The Negro and the South; Slavery; Brazil: The Vanishing Negro; Free at Last; Omowale; The Child Returns Home; New Mood; Our Country, Too; The Future and the Negro.

I WONDER WHY. 16 mm b & w, 5 min. Anti-Defamation League, 315 Lexington Avenue, New York, New York 10016. Nominal rental fee. Suitable for all age groups. This film based on the photographic book of the same name, delivers a powerful message. It describes, visually, a Negro child's feeling about prejudice.

THE INVISIBLE EMPIRE: KU KLUX KLAN. 16 mm, b & w. Anti-Defamation League, 315 Lexington Avenue, New York, New York 10016. Nominal rental fee. Grades 10-12. This film reveals the hooded night riders as an ever increasing menace, currently intent on invading the North. For the first time film sequences are shown of actual Klan meetings.

MARTIN LUTHER KING, Jr.: A MAN OF PEACE. 16 mm, b & w, Produced by Walter Schwimmer, Inc. Available from Journal Films, 909 W. Diversey Parkway, Chicago, Illinois 60614. Grade 7 and up. A straightforward documentary made in 1964 when Dr. King received the Nobel Prize.

A MORNING FOR JIMMY. 16 mm, b & w, 28 min. National Urban League, Association Films, Inc., 347 Madison Avenue, New York, New York 10017. Free loan except for postage. This true story deals with Jimmy, a young Negro who encounters racial discrimination while seeking part-time employment.

MY CHILDHOOD. 16 mm, b & w, 51 min. Metromedia, Inc. Available from Benchmark Films, Inc., 515 Fifth Avenue, New York, New York 10036. This film contrasts the childhood environment of Vice-President Hubert Humphrey in South Dakota, and author James Baldwin in Harlem, New York City; the one, a small town, white, pleasant; the other, a place of poverty and hatred.

MY OWN BACK YARD TO PLAY IN. 16 mm, b & w, 6 min. Edward Harrison Motion Pictures, 1501 Broadway, New York, New York 10036. Approximate rental, $15.00. Teachers. The need for better recreational facilities for children in larger metropolitan areas is stressed.

NEGRO CULTURE SERIES. (History and Culture): 30 - 16 mm. Films, b & w, 30 min. each. WHYY-TV, Philadelphia, Pennsylvania. Acquaints students with the historical, social and cultural factors contributing to the expression of the Negro in American Society, the variety of responses to his plight and his attempts to liberate himself through the means available to him.

OF BLACK AMERICA. 16 mm., 8 films, b & w or color. Produced by CBS News, available for rental or purchase from Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025. Series originally shown on television by CBS News in seven separate telecasts. Titles are: "Black History: Lost, Stolen or Strayed," "The Black Soldier,"

"Black World," "Survey of Black and White Attitudes," "Body and Soul (2 parts)," "The Heritage of Slavery," and "In Search of a Past." ...The following are available for free loan to schools from Xerox Education Division: "Black History: Lost, Stolen, or Strayed," "The Heritage of Slavery," "In Search of a Past," and "Portrait in Black and White." Inquiries should be sent to Xerox Education Division Film Library, 1200 High Ridge Road, Stamford, Connecticut 06903.

PICTURE IN YOUR MIND. 16 mm., 16 min. McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036. Grade 7 and up. An imaginative cartoon which shows the tribal roots of prejudice and asks each individual to re-examine his conscience to see if his mental picture of the man "across the river" is realistic or distorted. Gets its message across through an effective use of color, music and the spoken word.

PORTRAIT OF A DISADVANTAGED CHILD - TOMMY KNIGHT. 16 mm., b & w, 16 min. New York University Film Library, 26 Washington Place, New York, New York 10003, Apply for rental. This film depicts special problems, needs, and strengths of the inner city child. Explains the gap between his cultural values and those of the teacher and considers how to bridge it.

RAISIN IN THE SUN. 16 mm., b & w, 100 min. Columbia Pictures. Available from Cinema Guild, Fiske Place, Mt. Vernon, New York 10550. Approximate rental, $25.00. This film movingly describes the attempts of urban minority groups to find jobs and meaning in their lives.

SHOPTOWN. 16 mm., b & w, 6 min. Brandon, Inc., 200 West 57th Street, New York, New York 10019. Approximate rental $5.00. Grade 7 and up. The emptiness of a life in a town without work is evoked with immediate impact in this film which uses vigorous drawings and a haunting, narrative poem.

SOUTHERN ACCENTS, NORTHERN GHETTOS. 16 mm., b & w, 50 min. Benchmark Films, Inc., 516 Fifth Ave., New York, New York 10036. Purchase price $300, rental $30.

SPUD'S SUMMER: INTERRACIAL UNDERSTANDING. 16 mm., color, 26 min. Produced by CBS News. Available from McGraw-Hill Films, 330 W. 42nd Street, New York, New York 10036. Sale price, color, $300.00. Approximate rental from educational film libraries, $12.00. All levels. A 6 year old boy from Harlem makes his first visit to the country. Spud unconsciously reveals how his world broadens and his ideals change. Without moralizing the film presents a strong argument for overcoming prejudice.

A TICKET TO FREEDOM. 16 mm., sound, color, 23 min. Spoken Arts, Inc., 59 Locust Avenue, New Rochelle, New York 10810. Sale price, $299.00. Grade 7 and up. Tells the story, in song, of Homer Plessy, a Louisiana Negro. The star, Josh White, Jr., sings the "Nowhere Train." The film seeks to bring a new approach to the way the white man and the black man can work to end bigotry, hostility, and discrimination.

WALK IN MY SHOES. 16 mm., b & w, 45 min. Produced by ABC-TV. Available from Anti-Defamation League, 315 Lexington Avenue, New York, New York 10016. On loan for a nominal charge. Grade 7 and up. This film by ABC television describes the struggle for racial equality in our country.

WATTS: RIOT OR REVOLT? 16 mm., b & w, 45 min. Anti-Defamation League, 315 Lexington Avenue, New York, New York 10016. Rental price, $10.00. Grades 10-12. The CBS report documentary on the Watts Los Angeles riot during the summer of 1965. The film examines the situation in terms of the nationwide civil rights struggle. Opinions representing both the Negro and white community are examined as attempts to answer whether Watts was an irrational riot, or a planned revolt stemming from social injustice.

WHO DO YOU KILL. 16 mm., b & w, sound, 51 min. Produced by CBS Television. Carousel Films, Inc., 1501 Broadway, New York, New York 10036. $250.00. Approximate rental from educational and institutional film libraries, two reels, $10.00. Grade 10 and up. This film presents a scathing indictment of ghetto conditions and savage, factual picture of the second class Americans - the Negro who lives in the ghetto.

FILMSTRIPS

ADVENTURES IN NEGRO HISTORY. Parts 1 & 2, 33 1/3 rpm record script. Pepsi-Cola Co., 500 Park Avenue, New York, New York 10022. Approximately 65 frames each. Sale price, color, $5.00. This series describes the role of the Negro people and their contributions in American History from the exploration of the New World to Ralph Bunche and his winning of the Nobel Peace Prize in 1950.

AMERICAN NEGRO PATHFINDERS. 6 color filmstrips, captioned. Vignette Films. Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025. $5.00 each; entire series boxed, $36.00. Grade 7 and up. Individual titles - Mary McLeod Bethune, Courageous Educator; A. Phillip Randolph, Elder Statesman; Dr. Martin Luther King, Jr., Non-Violent Crusader; Justice Thurgood Marshall, Mr. Civil Rights; Dr. Ralph Bunche, Missionary of Peace; General Benjamin O. Davis, Jr., American Guardian. Provide visualized biographies of modern Afro-American leaders, and will prove helpful in the social studies curriculum.

EXPLODING THE MYTHS OF PREJUDICE. 2 filmstrips and 2 records. Warren Schloat Prod., Pleasantville, New York 10570. Sale price, color, sound, $32.00. Grade 7 and up. This set points out that all human beings are basically alike and that prejudices are the learned result of an individual's social environment.

GHETTOS OF AMERICA. 4 color filmstrips. Warren Schloat Productions, Inc., Pleasantville, New York 10570. Two records and Teacher's Guide included $55.50 Titles are Jerry Lives in Harlem and Anthony Lives in Watts.

THE HISTORY OF THE AMERICAN NEGRO. 8 filmstrips. McGraw-Hill Text-Films, 330 West 42nd Street, New York, New York 10036. Sale price, $60.00; each filmstrip, $8.50. Individual titles - From Africa to America; Slavery in the Young Republic; Slavery in a House Divided; The Negro in Civil War and Reconstruction; The Negro in the Guilded Cage; The Negro Faces the 20th Century; The Negro Fights for the Four Freedoms; The Threshold of Equality. Average length - 38 frames. Grades 5-12. Describe the problems faced and the contributions made by the emerging Negro within the larger society. They provide information about the role Negroes have played and will continue to play in American history.

MINORITIES HAVE MADE AMERICA GREAT. Parts One and Two - 6 color filmstrips and 6 records each. Warren Schloat Productions, Inc., Pleasantville, New York 10570. Part One - Negroes, Jews, Italians, Germans, Irish. Price, $66.00 less school discount. Part Two - American Indians, Puerto Ricans, Orientals, Mexican-Americans. Price, $66.00 less school discount. Illustrated by photographs, paintings, drawings, and prints, these trace the history of a particular ethnic group in America, from immigration to acculturation. The series reveals the many problems faced by each minority and recounts its group and individual contributions to the fabric of American life.

NEGRO IN AMERICAN HISTORY, LEGACY OF HONOR. 2 filmstrips, sound, 33 1/3 rpm record, script and bibliography of multi-ethnic materials. Produced by P. R. & R. Committee on Civil and Human Rights. National Education Association, 1201 Sixteenth Street N.W., Washington, D. C. 20036. Sale price color, $7.00. Grade 7 and up. The role of the Negro in American life is drawn against the growing demand for freedom in America. The second filmstrip contains suggestions for teaching.

THE NEGRO IN U.S. HISTORY. 50 frames, color, script. Scholastic Filmstrips, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Sale price, $6.25. Grade 7 and up. Surveys the history of the Negro in U.S.A. from American Revolution through 1966. The changing social-political status of the Negro is described. Negro individuals of the past and present are featured. This filmstrip would need to be brought up to date with recent materials, due to rapid social change.

PUERTO RICO AND THE PUERTO RICANS. Two sound filmstrips in color narrated in both English and Spanish. Motivation Films, 420 E. 51st Street, New York, New York 10022. Price: $28.50 for the complete set. Filmstrips depict life in Puerto Rico and how Puerto Ricans have adapted to new surroundings on the mainland. Could also be used in Spanish classes. Elementary and junior high school. Orders or requests should be sent to: Mr. Jack Dicker, 62-11 99th Street, Rego Park, New York 11374.

THE SKYLINE SERIES. 6 filmstrips captioned. Produced by McGraw-Hill and available from Stanley Bowmar Company, Inc., Valhalla, New York 10595. Individual titles - A Place of My Own; A Garden for Everyone; Kenny Wants to Help; The Hidden Lookout; Who Cares; and Mr. Pounds. Individual filmstrips, color, $8.50 each; set, 6 filmstrips boxed with guide, $48.00. Elementary grades. Seeks to present a realistic and

lively approach to the daily problems and experiences of culturally disadvantaged children. Excellent for suburban and rural classes to show urban life.

THEY HAVE OVERCOME. 4 filmstrips, 4 records. Warren Schloat Productions, Inc. Pleasantville, New York 10570. Sale price, color, sound, $48.00. Individual titles - Gordon Parks; Clyde Brown; Dr. James Comer; and Dr. Dorothy Brown. Grade 7 and up. Four prominent Negroes tell their own stories of achievement in the face of almost insurmountable odds. Words and voices are those of the subjects themselves.

KITS

THE AFRO-AMERICAN HISTORY PROGRAM. Texts, filmstrips and records. Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. Units are: "Chains of Slavery" (1800-1865), "Separate and Unequal" (1865-1910), "A People Uprooted" (1500-1800), and "Quest for Equality" (1910 to present).

MULTI-MEDIA BLACK HISTORY. Multi-Media Productions, Inc., 535 Ramona Street, Palo Alto, California 94301. 15 audio-visual lessons in filmstrip-record form, average 20 minutes each. Teachers' guide. $375.00. Grades 5-9. Presents black history in the context of significant historical events from origins in Africa to events of today. Multiple choice questions reinforce concepts in each lesson.

NEGRO HISTORY WEEK KITS. Available from the Association for the Study of Negro Life in History, 1538 Ninth N.W., Washington, D.C. 20001. Sale price, $6.00. Grades 5-12. Kit contains Negro-History-Week posters, biographical sketches, pictures, suggested programs, lesson plans for teaching Negro history, and other materials.

NEGRO HISTORY MULTI-MEDIA KIT. Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois, 60614. Includes the following items: 6 film-strips, 3 records. 6 overhead transparencies, Great Negro Americans, with guide; 2 pictured display portfolios containing 24 plastic-coated, two-color prints - 11" x 14" with brief biographies. Titles - Negroes in Our History; Modern Negro Contributors; 1 book: Great Negroes Past and Present. 150 biographies, illus. 182 p. Kit complete $65.00. Grades 5-12. This multi-media kit provides materials for individual or class study on Negro history. Filmstrips, study prints, transparencies, and recordings have been carefully selected and compiled into a compact educational unit.

WHICH WAY TO EQUALITY? Multi-media unit containing a record, filmstrip, 2 booklets (The Roots of Prejudice and Which Way to Equality?), complete Teacher's Guide with discussion questions, teaching aids, suggested activities. 1968. Scholastic Book Services, Englewood Cliffs, N.J. 07632. Begins with current Negro leaders and their goals; traces the Negro story from the Revolution to the 1963 Civil Rights March on Washington.

MAPS AND PICTURES. Pictomap; 20th CENTURY AMERICANS OF NEGRO LINEAGE. Available from Westminster Book Stores, Witherspoon Bldg.,

Philadelphia, Pa. 19107. Wall size 40" x 30", $15.00. Small size 13" x 9 3/4", $.75 a dozen. Grades 5-9. Photos and drawings of great leaders of Negro lineage who have made noteworthy contributions to the main stream of American life, superimposed against a colorful outline of the United States.

PORTRAITS: 20TH CENTURY AMERICANS OF NEGRO LINEAGE. Available from Westminster Book Stores, Witherspoon Bldg., Philadelphia, Pa. 19107. Picture set. Sale price, $1.75. A distinguished portfolio of 20 gravure photographs.

RECORDS

AFRO-AMERICAN HISTORY AND CULTURE. 27 Albums in five units. Folkways/ Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Units are: Negro History Sound Capsule; Struggle for Freedom; African Origins and Influences; Cultural Flowering; Music and Literature; Negro Songs, Stories and Poetry for Young People.

ANTHOLOGY OF NEGRO POETS. 12" record, 33 1/3 rpm, #9791. Folkways/ Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, N. J. 07632. $5.79. Grade 7 and up. Six Negro poets read from their own works. Includes Langston Hughes, Sterling Brown, Claude McKay, Margaret Walker, Countee Cullen, and Gwendolyn Brooks.

ANTHOLOGY OF NEGRO POETS IN THE U.S.A. 12" record, 33 1/3 rpm, #9792. Folkways/Scholastic Records. $5.79. Grade 7 and up. Read by Poet Arna Bontemps. Selections from American Negro poets from the past 200 years including ex-slave Phyllis Wheatley, Laurence Dunbar, Countee Culle, et al.

AUTOBIOGRAPHY OF FREDERICK DOUGLASS. 12" record, 33 1/3 rpm. Folkways/ Scholastic Records. $5.79. Grade 7 and up. A factual, first person account of the famous Abolitionist Leader Frederick Douglass, from his youth as a slave to his escape to freedom and a new life.

BLACK MAN IN AMERICA. 12" record, 33 1/3 rpm. Approximately 30 min. each side. Credo Records, 102 Mt. Auburn Street, Cambridge, Massachusetts 02138. Grade 10 and up. James Baldwin is interviewed as a man, as an artist, and as a Negro of this violent but hopeful age of emancipation.

GEORGE WASHINGTON CARVER. 12" record, 33 1/3 rpm., and guide. American Landmark Enrichment Records, 246 Fifth Avenue, New York, New York 10001. $6.50. Grades 5-12. Dramatized story of the contribution of this great scientist to his people and the world.

HEAD START. Album of two 12" records, 33 1/3 rpm Children's Music Center, Inc., 5373 West Pico Avenue, Los Angeles, California 90019. $11.59. Pre-school and primary grades. Songs for children sung by the children and leaders of a Negro child development group in Mississippi. Includes clapping songs, dancing songs, spirituals, rhythm songs, game songs,

drumming songs, and militant freedom songs which identify with specific problems, events, and people. Compiled by Polly Greenberg and introduced by psychologist, Dr. Sol Gordon. Words of songs in folder.

HELLO DOLLY. 12" record, 33 1/3 rpm. Produced by and available from RCA Victor, No. LSO-1147, $4.95. Includes Pearl Bailey, Cab Calloway, and new Broadway cast. This new LP record proves it doesn't make any difference: the hair color, eye color, or skin color of its players.

IN WHITE AMERICA. 1 record album 33 1/3 rpm. Approximately 25 min. each side, KOL 6030. Columbia Masterworks Record Co., $6.95. Available from most record shops. This recording tells the history of the Negro in the United States since the first slave ship arrived at our shores up to the present decade. It was originally produced as an Off-Broadway play. Narration is composed entirely of authentic documents presented as originally written or spoken. Highly recommended.

NEGRO FOLK SYMPHONY. Composer, Dawson; Leopold Stokowski, American Symphony Orchestra. 12" record, Decca, #DL-10077. Sale price $5.95. Grade 7 and up. One of the first major works by a U.S. Negro composer in a strictly symphonic non-jazz form. Appealing. Superb tone poem in second movement, "Hope in the Night."

THE SIT-IN. 12" record, 33 1/3 rpm, #5502. Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Sale price, $5.79. Grade 7 and up. Tells the story of the lunch room sit-ins presented by Friendly world Broadcasting. On Side One Edwin Ramble interviews Dr. Martin Luther King and others. On Side Two, Rev. Ralph Abernathy, Dr. King's associate, discusses civil rights and how to get them.

WE SHALL OVERCOME. One 12" record, 33 1/3 rpm, #5592. Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. $5.79. Includes songs of the Freedom Riders and Sit-ins sung by the Montgomery Gospel Trio; the March on Washington, August 28, 1963, a documentary recording of the day when 100,000 people marched for jobs and freedom; songs, commentary, and "I Had A Dream" speech by the late Dr. Martin Luther King, Jr.

W.E.B. DUBOIS. One 12" record, 33 1/3 rpm, 5511. Folkways/Scholastic Records. $5.79. This is an autobiographical recording including an interview by Moses Asch.

WNEW'S STORY OF SELMA. One 12" record, 33 1/3 rpm, #5595. Folkways/Scholastic Records. $5.79. Grade 7 and up. Record contains a discussion of freedom songs and how they were composed, adapted and improvised.

TRANSPARENCIES

AFRICA. Series AF 42 - political Geography and Nationalism. Price, $103. (14 transparencies, 47 overlays). AEVAC, Inc., 500 Fifth Avenue, New York, New York 10036.

AFRICA. Series AF 43 - Physical, Social and Economic Geography. Price, $103.00. (14 transparencies, 47 overlays). AEVAC, Inc., 500 Fifth Avenue, New York, New York 10036.

AFRO-AMERICAN HISTORY. Series AF 41. Price $115.00. (18 transparencies, 49 overlays). AEVAC, Inc., 500 Fifth Avenue, New York, New York 10036.

NEGRO HERITAGE TRANSPARENCIES. Educational Reading Service, East 64 Midland Avenue, Paramus, New Jersey 07652. 31 transparencies on the lives of Negro artists, educators, explorers, statesmen, heroes, scientists, and leaders. Grades 5 and up. Unit $74.95. Individual transparencies $2.50 each.

WATCH YOUR STEP and NEGRO MIGRATION FROM 1910-1960. Two transparency masters for use with magazine articles. Senior Scholastic (periodical-January 18, 1968), special issue, "The Negro in U.S. History."

TELEVISION

AMERICANS FROM AFRICA: A HISTORY. Thirty, 30 minute telelessons produced by Central Virginia Educational Television Corporation. Television teacher is Dr. Edgar Allan Toppin. Shown as a part of the regular school schedule on KTWU-TV, Channel 11, Topeka. For information write: Program Director, KTWU Educational Television, Signal Hill, Topeka, Kansas 66604.

AUDIO-VISUAL SOURCES

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 316 Lexington Avenue, New York, New York 10016. (or Plains States Regional Office, 537 Securities Bldg., Omaha, Nebraska 68102). Write for Catalog of Audio-Visual Materials.

CHILDREN'S MUSIC CENTER, INC., 5373 West Pico Boulevard, Los Angeles, California 90019. Write for catalog of records and books on HISTORY AND CONTRIBUTION OF BLACK AMERICANS, SPANISH-SPEAKING AMERICANS, NORTH AMERICAN INDIANS, LIVING TOGETHER IN THE UNITED STATES AND AROUND THE WORLD.

EDUCATIONAL FILM GUIDE, 1954-58, with supplements through 1962. 11th ed., $20.00. H. W. Wilson, Co., 950 University Avenue, Bronx, New York 10452.

EDUCATIONAL READING SERVICE, INC., A member of Media Associates, East 64 Midland Avenue, Paramus, New Jersey 07652. Write for Steppingstones, a catalog of multi-racial and multi-ethnic learning materials.

EDUCATIONAL SCREEN AND AUDIO-VISUAL GUIDE. Monthly, $4.00 year. Educational Screen and Audio-Visual Guide, 434 South Wabash Avenue, Chicago, Illinois, 60605.

EDUCATORS GUIDE TO FREE FILMS. 26th Annual, 1966. $9.50. Educators Progress Service, Randolph, Wisconsin.

FILM EVALUATION GUIDE. Bi-monthly, $5.00 year. Educational Film Library Association, 250 West 57th Street, New York, New York 10019.

FILM REVIEW DIGEST. Bi-monthly, $5.00 year. Educational Film Library Association, 250 West 57th Street, New York, New York 10019.

FOLKWAYS/SCHOLASTIC RECORDS, 906 Sylvan Avenue, Engelwood Cliffs, New Jersey 07632. Write for catalog.

LEARNING ARTS, P. O. Box 917, Wichita, Kansas 67201. Write for catalog Educational Materials.

UNIVERSITY OF KANSAS. Bureau of Visual Instruction, The University of Kansas, Lawrence, Kansas 66044. Write for catalog.

PART IV: TEXTBOOK SELECTION AND EVALUATION, Reprinted in the original document by permission of the Pennsylvania Department of Public Instruction, has been deleted from the ERIC reproduction. See The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, 1967, pp. 4-5.

GUIDELINES FOR INTEGRATING MINORITY GROUP STUDIES
INTO THE CURRICULUM OF KANSAS SCHOOLS

REPORT TO THE STATE DEPARTMENT OF EDUCATION

(Please encircle appropriate answers; fill in blank spaces.
Use back of report if necessary.)

1. Of the material in this publication our school has used all much little none.

2. The sections we found most useful are--

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4. Materials or ideas which affected student thinking most are--

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Mailing address of person completing report

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Please cut out this page and mail to Committee on Minority Group Studies
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